

Annual Review 2020

BETT Awards

Judges impressed

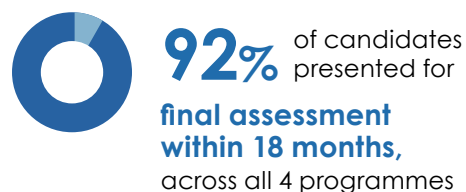
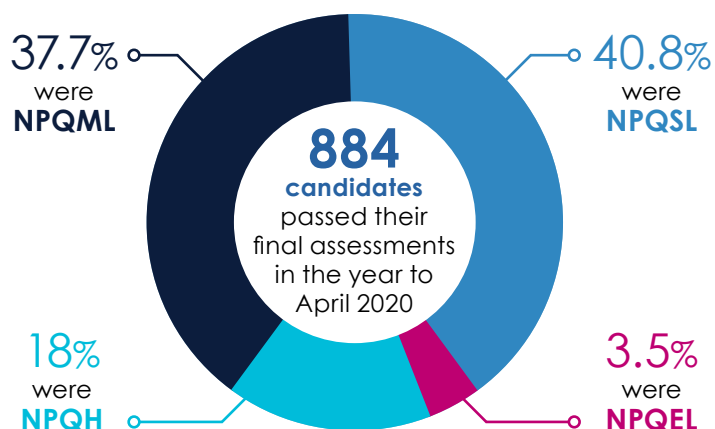
Breaking New Ground

Looking to the future

OLP

in numbers

Our NPQ candidates



 **4,754 candidates** were **recruited to the NPQs** in the autumn 2019 and spring 2020 windows, comprising of:



Our school partners



8,900+ school leaders

have trained with OLP since 2017



3,563 schools have **engaged with OLP** for **leadership training** since 2017

That's **14.4%** of England's schools

Our network



The OLP partner network grew to **110** in 2019–20

(It was **77** in 2019 and **59** in 2018)

Since autumn 2018

OLP has run:

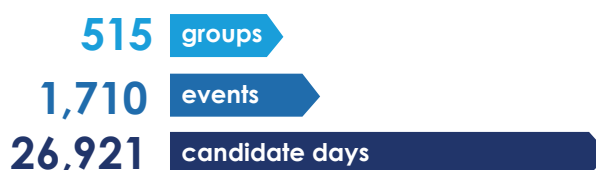


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Welcome

The resilience and commitment of our participants never fails to amaze me. They manage to balance their professional development with incredibly demanding day jobs and apply that learning to make a difference to pupil outcomes and school improvement.

Covid-19 may have had a dramatic effect on the running of our schools in 2020 but the engagement these leaders have with their learning proves that they have all been very much open for business.

This commitment and can-do also typifies the approach of our delivery partners. They have actually stepped up collaboration with partners by focusing on the creative delivery of professional development, effective communication and the identification and sharing of intelligence and resources to support home-based learning.

The horizon for our education landscape still seems a little blurred at the moment but our future professional development work together is based upon quality professional provision, quality people and quality partnership.

This work will involve our delivery partners working strategically with new Teaching School Hubs, creating and implementing new leadership and specialist National Professional Qualifications (NPQs), delivering training as part of the Early Career Framework offer and delivering Apprenticeship NPQML and NPQSL programmes. They will also be guiding the development and future direction of our collaboration work that will result in the best outcomes for the children and young people in our schools.



Thank you so much for being an integral part of OLP's professional development offer and journey.

Yvonne Gandy
NPQ Programme Director

... and farewell

As we move towards the end of the academic year, it is a natural time for reflection and of looking ahead to the future. Life for me is changing as I move on from West Herts Teaching School and step down as Chair of OLP.

It has been a great privilege to work with OLP and Best Practice Network. It is a unique partnership, working with integrity, enabling schools across the country to collaborate to grow great leaders.

As you look forward to developing and deepening your partnerships and forming new partnerships in the coming years you should be proud of those leaders who have been strengthened and developed through the NPQs. These qualifications are helping them to make a real impact on the education system, and, most importantly, on the children and young people who really need them.

I wish continued success to all involved with OLP.



Sally Bishop
Outgoing Chair
of OLP

Wider horizons for regional collaboration?

OLP has long been a strong advocate of large scale, regional collaboration for school improvement.

And there's now evidence that the wider system is beginning to catch up with that vision, with the government's announcement in 2019 of plans to develop a national network of Teaching School Hubs.

Teaching School Hubs will be regional groups consisting of an outstanding school, usually an existing teaching school, at the head of a network of 200–300 schools across a region defined by the hubs themselves.

The model is currently restricted to six 'test and learn' pilot hubs around the country, with the government planning a national roll-out by late 2020.

Eligible bidders for Teaching School Hub status will have to demonstrate expertise and capacity in school-to-school support, provide CPD covering the full range of school needs, and have a strong record in recruitment and retention.

They will also need to detail how they will work closely with named research schools, curriculum hubs, SCITTs and NPQ providers.

OLP is well positioned to support these bids, says Andy Hodgkinson of OLP. "We would welcome the opportunity to partner with applicants, support bids and add capacity to local delivery," says Andy. "Our experience really speaks for itself – we can help them demonstrate a breadth of provision, and large-scale delivery capability for CPD and school improvement across the local system."

"We would welcome the opportunity to partner with applicants, support bids and add capacity to local delivery"

"We are also able to alleviate the administrative burden on school partners and provide them with

impact and evidence and reporting to support strategic planning and improvement at a regional level."

OLP's offer will include providing all the necessary support for that hub to offer NPQ leadership programmes, all based on OLP's tried and trusted regional partner model.

Hubs will also be able to benefit from the detailed, strategic management information provided by the new partner dashboard provided by Best Practice Network. The dashboard gives users a detailed insight into their professional development provision, including candidate development, numbers and the impact of CPD on professional development.

"The dashboard will enable these hubs to ensure that their professional development is delivering maximum impact in the right areas - and is making every penny count while doing so," Andy Hodgkinson adds.



Chiming with the OLP vision

The Teaching Hub agenda fits seamlessly with OLP's long standing aim to develop a new era of strategic collaboration in which schools work together to deliver CPD for school improvement on a much wider regional level.

This approach was described at last autumn's OLP strategic CPD conference in Warrington as "lifting our heads and joining the dots."

Yvonne Gandy told delegates that OLP's approach to delivering professional development through a strong national network of partners had a number of advantages. These included regional collaboration and the possibility of working together to

create clear career development pathways for candidates.

She said that although the school-led model faced a number of challenges, including the system's capacity to deliver professional development and school improvement, it did have intrinsic strengths, including the ability to innovate quickly and respond to school CPD priorities such as talent spotting.

Delegates discussed the barriers getting in the way of strategic collaboration for CPD. These included competition in the system, the disconnection between ideas and value for money and the need to show impact in the short term.

One delegate also pointed to the increase in responsibilities for individuals in a system leadership position. "It seems that you are expected to have multiple roles the higher you go up in the system," Yvonne said.

Other contributors stressed the importance of sharing data in one place so that partnerships can work together to identify the CPD and school improvement needs of a larger group of schools. Close alignment of partners would also deliver benefits in avoiding duplication of effort, delegates agreed.

Learn more at www.outstandingleaders.org/teaching-school-hubs



Quiet revolution

The past few years have seen a quiet but determined transformation in the way schools work together.

This quiet revolution has seen OLP grow its network of teaching school alliance, multi-academy trust and diocese partners from 77 a year ago to 110 today.

 **33 new partners**

That steady growth has meant that the school-led system is today a concrete reality; a reality that has allowed schools to work together in ever-greater numbers to develop and deliver professional development.

This has resulted in a real impact on the candidates that they support and the schools and communities they represent, as well as the leadership colleagues who help to deliver the programmes.

Learn more at www.outstandingleaders.org/partnerships

What does that collaboration look like on the ground?

ALPSIT (Archdiocese of Liverpool Primary School Improvement Trust) is an organisation that provides school support services, including NPQs, to 185 primary schools across eight local authorities.

It's an established example of regional collaboration which ensures that teachers in the early stages of their careers aren't left to go it alone, and that they get the nurturing support and professional development they need.

A key part of ALPSIT's solution is a new talent management matrix. It's a simple tool developed by a group of ALPSIT schools that allows heads to make sure that teachers get the development and support they need to fulfil their potential.

"It's a tool to check if staff are fulfilling their potential," says Klare Rufo, Primary Trust Advisor at ALPSIT. "It's designed to prompt questions of the head and the SLT, such as has this person moved forward professionally in the last year? If they haven't is it because we haven't given them the opportunities they need? It helps the school to identify talent and give them the support and development they need to realise their potential."

The matrix will become part of ALPSIT's armoury of measures to encourage those at risk of leaving the teaching profession to stay in their schools or the diocese, or at least remain in the Catholic schools sector.

It's still too early to know what impact the initiative will have on retention, but it has already created some valuable professional development opportunities for staff at ALPSIT schools. One primary teacher who has only ever worked in a one form primary is now on a secondment in a three-form primary.

Klare says that this is a good example of a quality professional development opportunity giving early career teachers a chance to experience different school settings; an experience that builds their confidence, helps them forge supportive professional networks and also learn through observing the approaches of other teachers.

Kings Group Academies in Portsmouth is a new OLP partner with big plans to expand its professional development offer to leaders in their area.

Plans include providing a CPD menu for Trust staff at all stages of their careers. This will be a mix of accredited NPQ qualifications from OLP and some in house CPD support, all delivered through three school clusters within the Trust.

CEO Nick Cross explains: "We do not want to use our time simply sharing good practice. We are looking to learn from ourselves and learn from deliberate collaboration.

"We want to be viewed as a quality deliverer of high-quality accredited courses - not just for our staff but more widely across our region."

"We are looking to learn from ourselves and learn from deliberate collaboration."

Kings Group Academies is delivering the NPQML and NPQSL

programmes initially and has ambitions to expand its NPQ provision. "There is a real appetite for professional development and a lot of demand for middle and senior leaders in this area," says Nick.

He adds: "It may be that our Bracknell hub will focus on NPQH and NPQEL eventually and the Portsmouth hub will focus on NPQML and NPQSL. It's part of our plan for each cluster to develop expertise. The need and the demand is there and we're looking forward to playing our part."

Our School Partnership Board

Meet the OLP Partnership Board, a group of experts drawn from our partner network, Best Practice Network and the wider school system who together provide OLP with guidance and advice and champion its vision and values.



Andy Samways

Director of Research School and Teaching School, Unity Schools Partnership, Suffolk



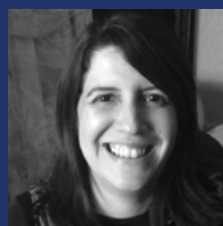
Kylie Spark

CEO of Inspiring Learners Trust and Executive Headteacher, Tyntesfield and Bollin primary schools, Trafford



Nick Parry

Director of Teaching, Learning and Leadership, The Dean Trust, Ashton on Mersey School



Dr. Lynn Sampson-Chappell

Head of Professional Partnership Development, Liverpool Hope University



Sue Tunnicliffe

Senior Trust Improvement Officer – Leadership and Governance, Kent County Council



Tim Warren

Director of Education, Catholic Archdiocese of Liverpool



Amanda Griffiths

Director of L.E.A.D. Equate Teaching School Alliance, Lincoln



Shaun Monaghan

Director, West Cumbria Teaching School Alliance



Roger Purdy

Director of Teaching School, St Bede's Catholic School and Sixth Form College, County Durham



Laura Rowe

Vice Principal, Landau Forte College, Derby



Yvonne Gandy

Director of Leadership NPQs and NPQEL/ NPQH Lead Facilitator, Outstanding Leaders Partnership



Dean Boyce

Director of CPD & Accreditation, Best Practice Network



Simon Little

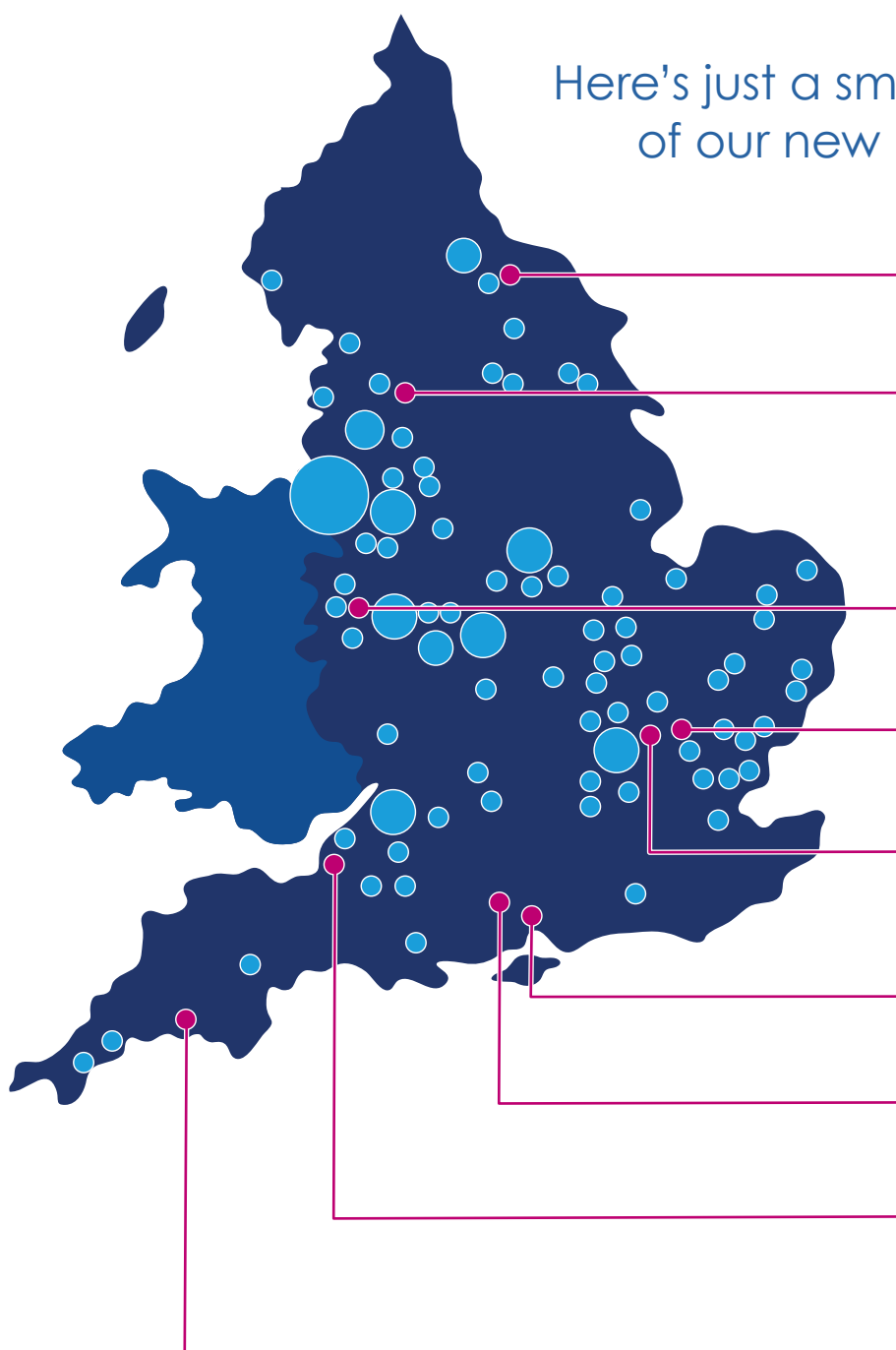
Managing Director, Best Practice Network

Our partners

Strength in numbers

OLP depends on its national network of partners – 110 multi-academy trusts, teaching school alliances and diocesan trusts which together give OLP the capacity and the expertise to deliver its high quality professional development programmes across the country – and beyond.

Here's just a small selection
of our new partners



RIVER TEES
Multi-Academy Trust

TRINITY
TEACHING SCHOOL ALLIANCE

TOVE LEARNING TRUST

Strive
Academy Trust

Bellevue Place
EDUCATION TRUST

King's Group
Academies

GOSPORT & FAREHAM
MULTI-ACADEMY TRUST

THE PRIORY
LEARNING TRUST

St Christopher's
Multi-Academy Trust



Partners at the controls

A new online information dashboard gives OLP partners a detailed insight into their programme provision so that they can manage it even more effectively.

A major feature of the new partner dashboard is the ability for the user to create a detailed view of 360° assessments and how these have changed as a result of participation in the NPQ programmes.

This diagnostic overview allows partners to view the 360° scores of every candidate participating on their NPQ programmes.

They can see the candidates' self rating at the beginning of the programme on a range of measures, including key leadership behaviours and the learning outcomes for each programme.

They can also see their strengths and weaknesses.

The view allows partners to work out if there are any gaps that need to be addressed in future programmes and if any additional training and support can be given to participants at the end of the programme.

The diagnostic data can be revisited at the end of the programme to see how much participants – and their colleagues – feel they have improved.

It will show how much their professional competencies have

been transformed, along with confidence and credibility, as a result of the programme.

OLP partner Warrington Teaching School Alliance, part of Warrington Primary Academy Trust, is enthusiastic about the dashboard. "The NPQ dashboard is an excellent development," said WTSA director Bernard Clarke. "As a local lead for NPQs this will improve our contact systems with participants, facilitators and our partner teaching schools; it will enable us to gain a deeper understanding of who our local school leaders are and how they are progressing."



Partner dashboard

What does it offer?

The partner dashboard includes a range of features designed to give OLP partners a complete overview of their OLP programme provision.

Developed by Best Practice Network, the dashboard shows the provider every programme application received and current registered candidates at programme level and intake. There is also a live view showing how the partner is doing with programme recruitment.

An events calendar gives a clear view of upcoming programme dates, showing attendance levels. The partner also gets a clear picture of programme evaluations and can see candidate progress.

And partners can use the dashboard to request programme information and access marketing resources that will help them promote programmes.

Data from 360° reviews carried out across the country indicates that participation in OLP's NPQ programmes results in significant strides in key leadership competencies when ratings by candidates and their colleagues at the beginning and end of the programmes are compared.

For example, in the **strategy and improvement** area, NPQH participants on average rated themselves at 3 (out of a possible 4) when they completed their own 360° assessment at the beginning of their programme, with their colleagues placing them just above at 3.1. By the end of the programme candidates rated themselves at 3.6 – echoed by their colleagues who put them at 3.5.

There was a similar pattern in **leading with impact**, with candidates rating themselves as a 3 at the start, with colleagues placing them at 3.1. This had jumped to 3.6 both for the self rating and colleague rating by the end of the programme.

The jumps were just as significant in other NPQ programmes. In NPQML candidates were rated by their colleagues as jumping from 2.6 to 3.2 in the **increasing capability** measure, while SL candidates showed similar increases in areas like **managing resources and risks**.

“[The 360° diagnostic] has allowed me to see myself as a leader on the ground, and not the ‘me’ that I see through my own filter. This in itself has provided a little jolt to my day to day working, and a good jolt at that.”

– NPQEL participant, December 2019

Chris Ludlow, Partnerships Manager at Best Practice Network, said: “The insight that the dashboard gives us in this and other areas will give us a national picture.

“It may be that a certain region will require additional support or a different focus within their development programmes. The key thing is that we will have the detailed data to help us help our partners to a degree that will be unmatched in the sector.”



Lasting *impact*

The National Professional Qualifications continue to have a lasting impact on all participants.

The latest NPQ impact survey – completed by almost **1,000 candidates** earlier this year – reveals some impressive statistics about the engagement and practical impact of the four programmes.



of respondents said
**the programmes
strengthened their
leadership skills**



of respondents said
**their qualification
helped them to become
a more effective leader**



of respondents said that, since
beginning their qualification, they
**had seen an improvement
in pupil outcomes**



3 out of 4

candidates said that, since beginning their qualification,
their team had exceeded their performance targets

As well as providing us with a data rich assessment of the difference the programmes have on their professional practice and that of their teams, the annual NPQ impact survey also gives participants an opportunity to tell us in their own words what they think about the programmes.

"We secured a 10 per cent increase in KS2 SATs scores as a result of my project. Teachers throughout the school feel more confident in their knowledge and understanding of grammar which **should ultimately lead to better outcomes throughout the school.**"

– Emma Chambers, NPQML

"I completed my NPQH with Best Practice Network this year. I was **very well supported by my tutor Vanessa** over the last 12 months. I cannot thank her enough for her responses to my questions, feedback and promptings to reflect on the tasks. Her challenging questions forced me to deeply explore topics for which I am grateful."

– Eliz Dadson, NPQH

"It has hugely benefited me to **become the leader I wanted to become.** I have learnt so much about myself, my team and school."

– Saira Abbas, NPQML

"It's shown me how to be an effective leader, it's **pushed me outside my comfort zones** in many ways. It's reignited a passion in myself as a teacher that I want to be more involved in making decisions, managing people and interpreting data."

– Sarah Webb, NPQML

Here's a sample of what NPQ candidates told us in the most recent NPQ impact survey

"From the very outset of the course the information and resources provided have armed me with the necessary tools to **act as an effective leader** within my school and, I believe, any educational establishment."

– Martin Pattison, NPQSL

"I feel it has **contributed to me getting my new role** as a head and review and start to change practices here. I feel that the whole experience has certainly **enhanced my knowledge in education management** and I will certainly look forward to hopefully being able to complete my NPQH in the near future."

– Clare Sefton, NPQSL

"[The qualification has] supported me in my **challenge and desire to design, plan and implement** a new English knowledge-rich curriculum within my trust. The deadlines and timelines in place ensured that this was done in a timely fashion. Simultaneously, it has allowed me to collaborate and work with between 35–40 colleagues across the trust. I feel that it has gone a long way in terms of supporting the trust's mantra of reducing staff workload and improving pupil outcomes."

– Lorraine Jardine, NPQSL

Learn more at www.outstandingleaders.org/school-improvement

Welcome, Plymouth CAST

OLP has welcomed 33 new partners in the past 12 months, growing our partner network from 77 in 2019 to 110 today – our busiest year of expansion since OLP was born in 2012.

One of them is **Plymouth CAST**, a Catholic MAT with 33 primaries and two secondaries in Dorset Devon and Cornwall.

The group approached OLP in 2019 and learned that as one of their schools would be able to access grants to fund NPQ candidates that all schools in the group would be eligible.

“We immediately thought that this was a brilliant opportunity,” said Diana Taylor, trust development officer at Plymouth CAST.

“To discover that grant funding was available to enable our staff to do NPQ training was wonderful. Due to financial constraints across our Trust, funding for CPD had been tight in previous years.

“Part of my role within the trust is to broker training and CPD for schools. We were offering in-house training for leaders but it was not nationally recognised and

accredited. I knew that there was a big gap and OLP has enabled us to fill it.”

As well as enrolling almost 40 members of staff into the four NPQ programmes, Plymouth CAST’s leaders will also deliver NPQML and NPQSL programmes to candidates from across the region.

The partnership with OLP is helping to reinvigorate the professional development of colleagues across the MAT and build capacity.

“Staff who had not had training for a while have felt invested in and motivated,” says Diana. “For example, colleagues who are doing NPQEL have felt that it has informed their practice. The opportunity to train with colleagues from other schools has also been beneficial in terms of professional development.

“As a trust we always want to promote and encourage best practice and opportunities for staff to develop and engage in CPD. Because we are organised into seven clusters our staff have got to do school improvement projects in more than one school and this is helping to strengthen links between schools.”

She adds: “The more you invest in the development of your staff the more retention you will have in your workforce.

“All this comes at a time when Ofsted has changed to a deep dive, with more of a curriculum focus so the school improvement projects that our colleagues will be doing as part of their NPQ programme will certainly play a part in our response as a trust to that. That’s probably where we will see the biggest direct impact.”



“The more you invest in the development of your staff the more retention you will have in your workforce.”

NPQEL

A dramatic success

OLP's National Professional Qualification for Executive Leadership has been a dramatic success since its launch in spring 2018.

Evaluations for spring 2020 – a period which saw the covid-19 pandemic halting the programme's face-to-face learning sessions – showed that 98 per cent rate it as a positive learning and development opportunity, with 97 per cent praising facilitation and 96 per cent approving of event content.

The programme is suitable for colleagues aspiring to, or already in, leadership roles across more than one school, including headteachers, executive headteachers, directors of school improvement, teaching school directors or heads of school.

There were 205 enrolments into the programme in autumn 2019 and 144 in spring 2020 and candidates have been full of praise.

One candidate said NPQEL had given them the opportunity "to take time out and reflect", adding: "As well as learning a lot about the role of executive leadership, this opportunity to pause and reflect has helped me to cope with the current circumstances. I also think that it is so important for educators to experience learning. We spend so much time enabling others to learn effectively yet often our most recent experience of structured learning may have been years, if not decades, previously. It is so good to have the opportunity to revisit the experience."



Latest NPQEL enrolments



205 enrolments
in autumn 2019



144 enrolments
in spring 2020

What EL candidates say about the programme

"I have enjoyed engaging with the resources and working group with my peers whilst learning more about teaching and curriculum excellence. Using the NPQEL learning resources and joining the group discussions has supported my own growth mindset. I can now see the bigger picture of a changing educational landscape."

– Amanda Costello

"The course has given me new skills, knowledge, confidence and resilience to work in my role, share best practice and engage in genuine and meaningful collaboration with other schools. I know that I have the strong skills and drive to confidently move to a systematic leadership position within a federation or MAT."

– Annemari Merilainen-Ottridge

Clear *improvement*

A key element of an NPQ programme is the school improvement project.

Each candidate completes two of these projects, either in their home school or in an 'away' school, with each project designed to play a part in the school improvement plan.

So, what difference do these projects make?

Stephen Dean, CEO of Primary Quest MAT in Gloucestershire, applied his NPQEL learning to help the trust's four primaries make impressive strides in maths outcomes at Key Stages 2 and 3.

A curriculum evaluation carried out as part of his project encouraged Stephen to consider how the maths lead practitioner role could be enhanced across his trust. He prioritised giving the practitioners non-contact time so that they could observe and coach teaching colleagues. This was supported by key stage specific training on maths teaching techniques such as the use of manipulatives to deepen children's mathematical understanding, and followed by inset training.



The project resulted in a nine per cent increase in Key Stage 2 pupils meeting their age-related expectations in maths, with a 22 per cent increase in pupils reaching the higher standard.

"This project has helped me see the importance of leading well and visibly, the importance of building capacity at all levels and the importance of partnership for mutual benefit," says Stephen.

An NPQH project by Eliz Dadson, Principal at SOS Hermann Gmeiner International College (SOS-HGIC), an international school with 360 pupils in the port city of Tema, Ghana, focused on raising attainment of senior school pupils through the use of targeted study skills.



Eliz, who was appointed to the principal role in April 2020, added: "Leading the whole school project required me to deal and communicate with a range of people and that is a skill I have to draw on regularly in my current role," she says. "I'm making decisions all the time that impact others and not all of them will be popular. The whole school project involved bringing change and doing things differently under my leadership and I have to draw on those skills every day."



Scott Shovelton's NPQML project provided a major boost to pastoral support at his school in Qatar.

Scott, Head of Physical Education at Doha British School's Al Wakra

campus, developed a learning mentor programme for one of the qualification's required school improvement projects.

The project was designed to identify a cohort of secondary pupils who would benefit from a pastoral mentoring approach to improve their self-esteem and, ultimately, their academic results. The project is now an established part of the school's pastoral approach.

Learn more at
[www.outstandingleaders.org/
school-improvement](http://www.outstandingleaders.org/school-improvement)

DfE praise impresses **BETT** award judges

OLP supporter Best Practice Network picked up a major accolade at this year's BETT Awards, winning the company of the year award.



Judges highlighted BPN's **exceptional Department for Education quality review report** as part of their reasons for making the prestigious award.

The in-depth two-day review was carried out by a quality assurance team appointed by the Department for Education and included interviews with over 30 BPN and OLP personnel, 14 participants on the four NPQ programmes and a full review of OLP policies and programme details.

The reviewers said that the general management of NPQ qualifications exceeded expectations, adding: "OLP leaders demonstrate a passion and commitment to their work. They show a determination to ensure that their NPQ programmes provide the best school leaders for the future, including through constant scanning of educational horizons. They are also determined that their work makes an impact on school improvement and the outcomes for children and young people."

The reviewers highlighted "strong systems and structures at every level of the organisation which ensured that OLP was well managed and supports leaders' strong sense of moral purpose."

BPN's engagement strategy also exceeds expectations, the reviewers said.

"The success of OLP's engagement strategy is evident in its high-profile and far-reaching national presence ... these ensure that high quality programmes are available in as many localities as possible."

OLP's 'collaborative model, making sure that partners work closely together where there is more than one delivery partner in an

area, helped to increase capacity, particularly by ensuring greater access to lead practitioners.

"A significant, innovative development has been the work in Cheshire West where local partners are working together to ensure that projects undertaken by participants collectively support local school improvement."

Reviewers praised programme content, too, highlighting strong and effective systems to ensure that programme content met DfE frameworks while reflecting local priorities and needs.

"A significant, innovative development has been the work in Cheshire West where local partners are working together to ensure that projects undertaken by participants collectively support local school improvement."

Reviewers said that the 14 NPQ participants they interviewed felt very well supported in their learning and in completing administrative processes.

"Strong provision stems from OLP's collaboration with BPN, a very experienced training organisation specialising in school leadership and other professional development opportunities."

"Systems are well thought out so that appropriate support is available at every stage, right through from the application process to assessment. The experience and knowledge of key people such as facilitators and online tutors ensure that they understand the needs of participants and can pre-empt most of their concerns along the programme pathways."

They added: "Strong provision stems from OLP's collaboration with BPN, a very experienced training organisation specialising in school leadership and other professional development opportunities. In addition, the collaboration with schools, teaching school alliances and multi-academy trusts enables OLP to utilise the wide range of knowledge and expertise of current practitioners."

Learn more at www.outstandingleaders.org/news/bpn-wins-company-of-the-year-award-at-bett-awards



Breaking *new ground*

The next 12 months are set to be an exciting time of breaking new ground for OLP and Best Practice Network.

The partners have already had to work quickly to convert programmes so that, for the moment, every element can be accessed online – an approach that will help our candidates continue to progress their learning despite the changes forced by the covid-19 emergency.

Between May and mid-July 2020 the partners will have delivered 138 separate live group webinar sessions – more than 200 hours in total. The standard of provision hasn't been impacted by these rapid changes, according to candidate feedback. The live webinars that replaced NPQH face-to-face events showed 100 per cent positive ratings in a number of areas, including content, facilitation and technology.

Looking further ahead, planning to offer an expanded range of programmes in 2019–20 is now well advanced and includes:

Learn more at www.outstandingleaders.org/apprenticeships



New NPQs

OLP is strongly placed to be a national provider of five new NPQs designed to open up career opportunities outside the traditional school leadership route.

The aim of the new qualifications is to build on the core areas of the early career framework and the first will focus on pupil wellbeing and teacher development.

The qualifications were announced by the government in February 2019 to support its teacher recruitment and retention strategy and an announcement of successful bidders is expected in late 2020.

Apprenticeships

Apprenticeships are work-based programmes designed to help employers train people for specific job roles.

An apprenticeship can also be an ideal way to upskill existing staff

and support them with ongoing professional development.

OLP is combining its middle and senior leadership NPQs with the level 5 Operations/Departmental Manager Apprenticeship, allowing schools to cover the cost of the qualifications through their apprenticeship levy contribution, or government funding.

By March 2020 all public sector bodies with more than 250 employees had to employ at least 2.3 per cent of their staff as new apprentices – a requirement that affects many multi-academy trusts.

Tracy Clements, Apprenticeships Director at Best Practice Network, says: “We can help to find funding for those who have spent their levy or support schools who have not had information about apprenticeships from their local authority or have general queries about funding. There will be a way for all schools to access apprenticeships at no cost.”

NLE Reforms

In May 2019, the DfE commissioned an external advisory group to evaluate the National Leaders of Education (NLE) programme and recommend reforms, which have now been accepted by ministers. OLP has recently been involved in an early engagement webinar regarding a tender to become a national provider to appoint, accredit and train NLEs.

Early Career Framework

From autumn 2021, teachers in the early stages of their careers will receive two years of professional development and support underpinned by the Early Career Framework (ECF), which sets out a professional development roadmap for early career teachers.

OLP is now in consultation with the DfE about our plans to become a lead provider for the national roll-out of the ECF in September 2021.

OLP is a national partnership of 110 teaching school alliances, multi-academy trusts, dioceses and school groups.

It is supported by Best Practice Network (BPN) – one of the UK's largest providers of training, development and support for education professionals.

BPN works with OLP schools on the design of CPD programmes, including the National Professional Qualifications (NPQs) for school leaders, and provides the partnership with back office functions such as programme management, quality assurance and delivery support.

OLP was created in 2012 by a small north west alliance of like-minded schools committed to improving leadership provision. Since then it has grown into one of the country's largest school-led professional development organisations.

OLP is accredited by the Department for Education to provide the NPQs nationally.

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